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ABSTRACT

The manual addresses the design and implementation of personnel practices for improving the preparation and performance of paraprofessionals who work with developmentally disabled persons in community-based settings. The first part of the manual describes components of a comprehensive system of career development (entry level positions, career ladders, inservice training, and education). A system of task analysis is presented for determining what jobs need to be performed to deliver quality services to clients, as well as where and how each job is to be performed. A section on developing job descriptions includes detailed examples. Career ladders for selected education and social work paraprofessionals are suggested in a section on designing career ladders. A combination of inservice training and postsecondary academic coursework is recommended, and specific content of a core curriculum is outlined with brief course descriptions and accompanying rationale. References and a list of instructional materials developed for training paraprofessionals who work with developmentally disabled persons conclude the document. (JW)

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National Resource Center for Paraprofessionals in Special Education and Related Services

New Careers Training Laboratory
Center for Advanced Study in Education
Graduate School and University Center
City University of New York

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CAREER LADDERS AND A TRAINING MODEL FOR THE (RE)TRAINING OF DIRECT CARE WORKERS IN COMMUNITY BASED PROGRAMS FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

PREFACE

During the decade of the 60's and continuing into the mid-'70s all of our lives were touched by many significant events, including the growth of the civil rights movement, the efforts of women and senior citizens to achieve equity in our society and the campaign to insure the rights and entitlements of children and adults with developmental, emotional and physical disabilities. Connected to each of these was a concern for providing increased, new, and improved human service programs. This was particularly true in the delivery of community based service for children and adults with mental retardation and developmental disabilities.

Increased demands for individualized services for all people with severe and profound disabilities have caused policy makers in state administrative agencies and local service delivery systems to turn to paraprofessional workers to supplement the programmatic and administrative functions of professional personnel. And, while they have come to recognize paraprofessionals as effective contributors and members of interdisciplinary teams of service providers, they have not always developed personnel practices that prepare paraprofessionals to assume the expanded more sophisticated duties that are assigned to them. The purpose of this manual is to provide administrators and staff developers with information they need to develop training programs and opportunities for career mobility for paraprofessionals working in the broad range of community based human resources programs.

Some of the content in this manual first appeared in a report that was written in 1979 as part of the work of a project supported by the Developmental Disabilities Office DHEW (Grant number 54-P-71398-01).* Data for the original report and the development of the career ladders and curriculum was gathered during on-site visits to various programs and agencies nationwide. Administrators and professional staff members were interviewed, paraprofessionals were observed at work, and then the results were task analyzed. New information about the current state of the art, with regard to training and other personnel practices, affecting the employment of para-

*Although this material was developed, in part, through a grant from the DHEW, no official endorsement of any governmental agency should be inferred.

professionals in various human service delivery systems is based on the ongoing efforts of the National Resource Center for Paraprofessionals in Special Education and Related Services. The suggested career ladders and curriculum that comprise the major segments of this manual are based on the combined results of these activities.

During the preparation of the original report, the author was assisted by Fran Dory, Carol Schrier and other staff members of the New Careers Training Laboratory. This revised edition has been produced through the resources of the National Resource Center for Paraprofessionals in Special Education and Related Services (NRC). It is located at the Center for Advanced Study in Education, the Graduate School and University Center, City University of New York.

Winter: 1987

Anna Lou Pickett, Director
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Education and Related Services

THE NEED FOR SYSTEMATIC CAREER DEVELOPMENT PLANS

In the past, our society attempted to meet the needs of children and adults with mental retardation and other developmental disabilities by placing them in institutions. In the late 1960s, a change of attitude began to occur - brought about, primarily, through the initiatives of parents and professionals concerned with protecting the rights and expanding the entitlements of all people with disabilities. These efforts led to court orders and legislative actions at the federal and state level that created public policies and programs to enable children and adults to stay at home with their families or to live independently.

While there has been significant progress in providing increased and improved community centered services for people with developmental disabilities, over the last decade and a half, there are a multitude of critical issues and unmet needs that still confront state administrative agencies and local service delivery systems. Among them are the chronic shortfalls of qualified professional and paraprofessional personnel. The aim of this manual is to assist administrators and program planners to provide expanded individualized community-based services by providing them with information they can use to design and implement personnel practices that will have a positive impact on the preparation and performance of paraprofessional workers.*

The material in this manual deals with two related issues: The development of a core curriculum to upgrade the skills of current and new direct care workers to prepare them to work in a broad range of community-based programs, and the development of opportunities for career advancement using a system of career ladders and support services as one strategy to alleviate the shortages of skilled committed workers.

Institutional facilities always employed aides/attendants as primary care givers. Their roles were usually viewed as being primarily custodial and although many of them had defacto responsibilities, because of a lack of professional personnel, they were rarely trained to carry out individualized programs for residents. The move to close institutions nationwide and to establish programs and services in local communities has had a significant impact on the roles of both professionals and paraprofessionals. In today's human services, paraprofessionals serve alongside their professional

*The term paraprofessional used in this manual refers to employees: 1) who provide both direct and indirect services to clients and their families; and 2) who work in a position for which a professional staff member has the final responsibility for the design and implementation of individual program/habilitation plans.

colleagues and fulfil important programmatic non-custodial functions. With the advent of community based service delivery systems the employment of paraprofessionals has expanded as service providers have attempted to meet the demands for improved, individualized and cost effective services for all people with severe and profound disabilities (Pickett, 1986; Human Resources Development Center, 1980; National Commission of Human Service Workers, 1981, Lakin, 1987.)

The duties paraprofessionals perform have evolved dramatically over the last 20 years. An analysis of the responsibilities assigned to entry level workers finds that they are becoming technicians who perform administrative and programmatic duties in a wide range of community based settings: They are child care workers in early intervention programs, instructors in pre-school programs, and provide training to parents to enhance their skills as primary care givers. These "new technicians" are active participants in all phases of the instructional process in elementary and secondary special education, and they assist in crisis intervention for students and adults with behavioral disorders. They are job coaches and they carry out other duties that prepare students to move from school and home to independent community living. They are key employees in the multiple levels of residential facilities that are available in most locales. In addition, many public schools and other related service providers are utilizing para-professionals to augment the work of physical and occupational therapists and health care professionals.

Despite the fact that paraprofessionals are major contributors in the delivery of services for infants, youth and adults with mental retardation and other severe and profound disabilities, they remain under-trained and, therefore, unprepared to perform their assigned tasks. Further, the lack of viable opportunities for career mobility leads to high turnover rates that have a negative impact on the capacity of agencies to provide services that benefit the client and are cost effective at the same time. (Lakin, et al 1981; Rosen, et al, 1981; Pickett, 1986).

Although the activities of the National Resource Center for Paraprofessionals in Special Education and Related Services over the last decade reveal a greater awareness among policy makers of the value of skilled paraprofessionals, most service delivery systems have not moved to create comprehensive career development plans. With few exceptions, training is the responsibility of individual employing agencies and is usually sporadic and based on narrow parochial needs rather than reflecting the common skills needed by workers across programmatic and jurisdictional lines. In all too many cases there is a continued reliance on personnel practices established prior to the movement to community centered programs that are provided by a mix of public and private sector agencies and funding sources. This has prevented the development of viable opportunites for career advancement and has led to a revolving door for many employees - whether professional or paraprofessional. These high turnover rates contribute to low standards in the quality of services and care. (Lakin, et al 1981; Rosen et al 1982; Texas State Department of Mental Health and Mental Retardation, 1981).

Program administrators who are confronted with an almost insatiable demand for skilled workers in residential, educational, transitional, vocational and community based programs, need to: 1) assess the expanding duties in the areas of program management and supervision for professional personnel including teachers, occupational, speech and physical therapists, rehabilitation specialists and other credentialed direct care providers and look at the impact this has on staffing needs; 2) develop differentiated staffing patterns and job descriptions for employees at every level that accurately reflect these changes; 3) develop criteria for employment and career advancement for all staff; and 4) develop interagency training networks involving two and four year colleges and service providers representing educational, health care, social work, and residential agencies in order to share their combined resources and to provide easier access to standardized systematic inservice training and post secondary education.

Finally, while the increased employment of skilled paraprofessionals is not a panacea and will not resolve the need to attract more professionals to the field, paraprofessional workers do offer program administrators a unique human power resource because of a combination of characteristics that many of them share: They are usually long term residents of a community or region no matter whether it is a remote rural area or major urban center. They therefore, have a basic understanding of local idiosyncracies, fiscal problems and philosophies of service delivery based on traditions and cultural heritages. Because of their on-the-job experiences they are aware of the pressures attributable to working with children and adults with severe and profound developmental disabilities. And they know and believe in the civil and human rights of people with disabilities and have made a commitment to working in this area of service delivery. For these and other reasons administrators in provider agencies and institutions of higher education should view them as viable important candidates to join the ranks of their professional colleagues.

This can be achieved by developing and implementing comprehensive career development plans that provide all personnel with an opportunity to enter the field at whatever level their skills and abilities permit and then to move up career ladders supported by a combination of inservice training and post secondary education with academic credit.

The following sections in this manual include: 1) descriptions of the various components of a comprehensive system of career development; 2) a suggested core curriculum for (re) training direct care providers; and 3) a list of resources.

CAREER DEVELOPMENT

Different strategies for providing services and changes in educational strategies and techniques for delivering individualized instructions for clients have resulted in large scale shifts in responsibilities for professional and paraprofessional staff. These changes are based on a refocusing of the philosophy of service delivery and the transition to community centered programs. These reorganization efforts offer agencies a positive environment in which to (re)design and institute comprehensive career development plans.

It is relatively easy to design a plan for career development. The most difficult job is to implement it. This is particularly true for agencies and systems serving people with mental retardation and other developmental disabilities. This is due to the fact that there are multiple employment systems and funding sources responsible for providing services to children and adults with developmental disabilities. Implementing new employment procedures in various bureaucracies and service delivery systems requires strong collaborative efforts among policy makers and program administrators in order to develop and "institutionalize" new personnel practices that will provide employees with the skills they need to perform their assignments and assure a high quality of services. Commitments must be made by diverse groups of agencies to actively participate in both the planning and implementation processes. Among the groups that must be involved to insure success are: (1) The Executive branch of both state and local governmental units (management, budget, and policy representatives); (2) Developmental Disabilities Planning Councils; (3) State Departments of MR/DD; (4) State/Municipal Civil Service Commissions; (5) employee organizations; (6) major private/non-profit service providers; (7) professional organizations and (8) institutions of higher education. Only then can career ladders and educational programs be designed to meet the needs of community-based programs and insure career mobility for workers.

In this chapter, the components of a career development plan are presented. When they are interwoven with the other elements that comprise the total system of service delivery, an approach to providing expanded and improved services will emerge. The design and delivery of systematic training programs for paraprofessionals and the development of procedures to facilitate career mobility that can be used in different settings and systems is complicated. And as noted previously, it requires the active participation and commitment of policy makers, program managers, employee organizations and representatives of institutions of higher education.

To assist planners, program implementators and developers the content in the following unit outlines a process of task analysis that serves as the basic strategy for developing a procedure for comprehensive career development, provides job descriptions for several paraprofessional positions, and suggests various career ladders, including criteria for advancement to the next level.

COMPONENTS OF A CAREER DEVELOPMENT PLAN

The approach to designing a career development plan suggested in this manual, begins with entry level positions that provide immediate employment in a preferred career area and it incorporates a career ladder that enables employees to move from entry level to professional positions based on their personal goals. To be effective, the plan must include: job descriptions for each position on the ladder, pre-employment and on-the-job training and offer easy access to post secondary education. The development of training/ educational networks between service providers and institutions of higher education will facilitate participation in higher education and promote recognition of skills gained through inservice training or work experience when an employee applies for admission to a professional education program.

Entry level positions: The career development plan should focus on the workers at the bottom and build upward. Too often, these beginning positions operate without functional job descriptions that establish the specific programmatic duties a worker is expected to perform. Instead they focus on the clerical, recordkeeping, monitoring or housekeeping chores that are only a part of the tasks the employee performs. In many cases these positions carry descriptions which stipulate "assist the supervisor in carrying out....", when frequently, the paraprofessional is in a position to use initiative and sound judgement, or is expected to assume responsibilities which are not stated in the job description. One goal of a career development plan should be to strengthen entry level positions so as to improve the effectiveness of these workers and to provide incentives that will enable an agency to retain them. The investment of time, training and effective supervision will have a pay-off as the worker gains confidence and a vested interest in performing well in order to move up a career ladder.

Career Ladders: Each agency should spell out its plan for staff mobility so workers will know where they can realistically expect to go in the organizational framework. The career ladder approach appeals to employees who want to combine work and study as one means to move up to professional status within a specific discipline. It can also be an effective strategy for attracting people to become human service professionals in disciplines where they are urgently needed.

One pattern of mobility might involve moving from entry level to a technical position such as physical therapy aide. And from there earning an AA degree and then an advanced degree and thus becoming a credentialed physical therapist. The career ladder should indicate what on-the-job training is required and available, how opportunities for job advancement without a degree and employee support systems, combined with an academic program, would contribute to the accomplishment of the goal.

Many workers, however, may not necessarily want to move upward and join the ranks of their professional colleagues, but would like to know that theirs is not a dead-end job nevertheless. The career plans must indicate how all staff positions are related and illustrate how workers are able to move from the entry level of one function to a job in another area. For example in a vocational/transitional training center, an entry level production supervisor might move to a community liaison trainer at the same level and on to a job coach at a higher level.

Inservice Training: Most agencies offer some type of inservice training to all staff members although in too many instances it is done on an ad hoc, catch as catch can basis. As a component of an agency's comprehensive career development plan competency based inservice training must be conducted regularly and provide workers with formal training opportunities to move up the career ladder by improving their performance and productivity. It must offer pre-service training for new employees and also include more advanced training for current employees that is not a rehash of the same material. There are several criteria that should apply to the design and implementation of a systematic inservice program: 1) Is the training client centered? 2) Does it provide the employees with a knowledge and understanding of the human and civil rights of the clients? 3) Does it reflect the philosophy of the agency with regard to its specific goals and objectives for providing individualized services? 4) Is it geared, to meet the identified needs of the trainees? 5) Does it recognize previous experience and demonstrated competency? 6) Does it provide trainees with an opportunity to practice newly acquired skills and receive constructive feedback about their performance? and 7) Are immediate supervisors as well as staff developers or instructors prepared to provide effective on-the-job coaching, assessment and feedback?

Education: The formal education component provides the theoretical undergirding and supplements the skills gained through inservice training and on-the-job coaching. It is the greater understanding and learning achieved in post secondary education which, when added to the work experiences, enables the employee to earn credentials and to move into professional positions on the ladder.

Since the early 1970s, colleges and universities have sought new ways to meet the needs of a new student population representing veterans, women (re)entering the workforce, older people and other non-traditional students. These programs have not always been successful because of a lack of effective outreach efforts or linkages between the colleges, potential students and the agencies where they work.

Now, as we enter the latter part of the 1980s, there are some fledgling efforts between service providers and local institutions of higher education (IHEs) to renew cooperative training mechanisms or to create new networks. Collaboration between service delivery systems and IHEs make it easier to 1) change formal entrance requirements to permit matriculation for

current employees that recognizes their work and other life experience; 2) arrange for college credit for inservice training if courses are designed jointly and standards for successful completion are mutually agreed to; and 3) enables classes to be held at the worksite and scheduled to accommodate the different work shifts of employees.

Further, as agencies build on these efforts they are beginning to follow the lead of business and industry and are providing immediate salary increases, advancement or other benefits for workers who pursue work related courses either through inservice, continuing education or academic credit programs.

TASK ANALYSIS: A PROCESS TO DESIGN CAREER PROGRAMS

In the preceding section, the basic components of a career development plan that may be applicable to the needs of paraprofessionals working in a variety of service delivery agencies and systems was presented. In this section, we will provide an overview of a system of Task Analysis developed by the New Careers Training Laboratory (NCTL).*

In teaching self-care skills to persons with developmental disabilities, employees learn the separate and identify discreet behaviors required to brush teeth or button a shirt. A different, but similar form of task analysis can be used to identify the behaviors the worker must execute in order to train another person to perform a task such as brushing teeth. In planning career development programs, it is a task analysis of the worker's behavior that will enable program administrators to develop functional job descriptions, career ladders, training and educational programs.

The purpose of this overview of Task Analysis is twofold. The first is to demonstrate a method by which managers of community-based programs might proceed in designing adequate staffing plans to meet service objectives; and the second is for planning the career development components to meet the needs of workers.

OVERVIEW OF TASK ANALYSIS

The NCTL approach to Task Analysis is one of several methods that exist for doing task or job analysis. It does, as do other methods provide a systematic procedure for collecting, processing and interpreting data concerning tasks that must be accomplished in order to provide needed services for the developmentally disabled.

A completed analysis provides policy makers with the basic information needed to:

- -- determine what jobs have to be performed to deliver quality services to clients;
- -- determine where and how each job is to be performed to deliver efficient and effective services in a variety of settings;

*NCTL is a unit of the Center for Advanced Study in Education. The Graduate School and City University of New York.

-- determine how the work being performed can be evaluated objectively against agency goals and the individualized needs of clients;

-- determine entry and selection requirements for new employees and provide guidelines for designing in-service training programs for all personnel to upgrade skills and provide routes to job mobility within the service delivery systems;

-- develop new job positions for qualified employees between present paraprofessional and professional jobs (career ladders); and

-- connect career oriented skills training programs to academic programs to provide meaningful, work-related education opportunities for employees.

To begin the task analysis process the task analyst(s) divides the agency objectives/goals into operational functions.

For example:

Agency: Group Home	Goals/ Objectives	Operational Functions
Small non-institutional setting where developmentally disabled people live and share in the benefits of community living.	to secure appropriate resources for day-to-day operation of home	Administration
	to provide skilled sensitive workers to supervise and train residents 24 hours per day	Care Provision
	to work cooperatively with other agencies responsible for rights and protection of residents	Outreach/Liaison with Responsible agency
	to work with agencies responsible for educational, vocational, and recreational services to assure residents participation	

Once the goals and functions of the agency have been established, specific job functions can be designed which will outline the work to be performed. The basic units of every job are tasks which the worker/staff must perform in order to accomplish these stated goals. Task Analysis then is the process of examining these basic units to determine the additional information needed to develop job descriptions, criteria for evaluation, plans for training and education programs, and qualifications for the designated positions. Task Analysis is also a tool for designing new jobs as well as organizing positions into viable career ladders.

Once the job functions have been identified, the analyst will be able to identify the tasks which will be required to meet the specific goals of the agency. These tasks are then divided into several parts as follows:

Activities:	the behaviors required by the worker/ what the worker must <u>do</u>;
Condition:	The circumstances under which the task is to be performed - specifically <u>where</u> and <u>how</u> the activity takes place;
Criteria:	The standards by which the work will be evaluated - the determination of <u>how well</u> the activities are performed;
Primary Skills:	the <u>essential</u> skills needed to perform the activity at a minimally satisfactory, level;
Secondary Skills:	Additional skills which will prove helpful in performing the task; and skills that <u>enhance</u> or <u>improve</u> the worker's primary skills;
Desirable Qualities:	More complex skills which cannot necessarily be acquired through routine inservice training but are reflected in the worker's performance (e.g. good judgement, efficiency, understanding, patience.)

In order to gather data for the completion of the Task Analysis, the analyst begins by brainstorming with other planners and workers a list of assumed tasks. This list is then refined and placed on separate Task Analysis charts.

NCTL TASK ANALYSIS CHART JOB:

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRABLE SKILLS
What tasks need to be done to provide services.					

Through direct observations of and interviews with workers and their supervisors, the analyst then completes the remaining columns of the chart. The information in each of the six columns is then used to develop the other components of the career development plan. Job descriptions are developed from information in the activities and conditions column; content for design of the inservice training and education courses is found in the skills columns; and career ladders are developed for each career area where functions are carried out: Social Service, Advocacy and Protecting the Human and Legal Rights, Education, Domiciliary Care. (A fuller description of the development of career ladders follows in the next chapter.)

A quick summary of the individual Task Analysis Chart and the information which goes into the development of the Task Analysis Chart appears on the next page. It is followed by a section on developing job descriptions using the information gathered during the task analysis.

NCTL TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRABLE SKILLS
What tasks must be done in order to provide adequate services?	Where are the tasks done? How are they done? What materials, equipment, etc. Who gives guidance, support, technical information and supervision?	What does an employee do that can be observed and measured objectively to find out how well the task is performed?	What are the basic skills needed to perform each task?	Which skills, attributes, or knowledge will help the employee perform the task better?	What life and work experience is needed? Which discretionary skills will enhance the employee's performance? What personal qualities are desirable?

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DEVELOPING JOB DESCRIPTIONS

After the Task Analysis has been completed, each job can be described in detail in a form which paraprofessionals and their supervisors can understand and follow. The job description is a written agreement, much like a contract: the agency states what work, training and education it will make available leading to more responsible, better paying jobs. The employee agrees to do the present job on the condition that s/he can advance as stated in the job description. This written description is particularly important for paraprofessionals who have been shuttled from training programs that don't train them for the tasks they are expected to perform, and to career plans where new titles may, in fact, turn out to be old dead-end jobs.

The job description serves the following functions:

-- it provides supervisory staff with a consistent description of each position;

-- it shows each employee where s/he is in the agency structure, what s/he can learn, and where s/he can move;

-- it tells each employee what specific tasks s/he is responsible for, who will supervise him/her and how s/he will be evaluated;

-- it states objective criteria for selection into entry level positions in the career ladder; and objective standards for work experience, training, educational and credentialing requirements to move on to better jobs in the agency or in other agencies.

A sample form for designing job descriptions follows on the next page. It includes directions for completing each component.

NCTL JOB DESCRIPTION FORM

Job Title:_____ Agency:_____

Salary Range:_____ to _____

I. GENERAL RESPONSIBILITIES

(Summarize the main activities from the Task Analysis for this position on the Career Ladder)

II. SPECIFIC ACTIVITIES

List all the activities and their conditions from the Task Analysis for this position. Give as detailed a picture as possible. If the same activity is performed by people at different levels on the Career Ladder, state what the person in each position is responsible for.

Use all ACTION VERBS, such as "makes home visits; completes contact reports; conducts the following small group activities; sets up meetings with...; refers people to...; etc.

III. REQUIREMENTS FOR THE JOB

A. Entry Requirements

For the first position on the Career Ladder, the Entry Requirements are the same as the Criteria for Selection into the Career Development Program.

For all other positions on the Career Ladder, the Entry Requirements are the work experience, or equivalent life experience training (course titles or number of inservice hours), education courses and academic credentials listed on the Career Ladder for the previous job. The skills involved in each activity on the Task Analysis for this position can also be stated here.)

B. Advancement Requirements

List the inservice training, education and work experience which the paraprofessional can obtain in this position and which are needed for promotion into the next position. A clear career route should be indicated here including salary increments.

C. Transferability

Find out about and list the jobs which the paraprofessional may qualify for in other human service agencies in your area as a result of experience and training. List additional academic credentials, licensing requirements or certificates if needed.

IV. SUPERVISION

State who supervises the paraprofessional. This can be found in the agency's organizational chart and may be listed in the "Conditions" column of the Task Analysis. If someone other than the supervisor gives technical help, on-the-job training and resource information, state who this person is.

Communication channels for complaints, ideas, suggestions for improving agency services can also be stated here.

V. EVALUATION

A. Who Evaluates

State who evaluates how well the paraprofessional is performing assigned activities while on the job and when ready to be promoted.

B. How Often

State how often the paraprofessional will be evaluated and whether there is a probationary period. Describe briefly what the paraprofessional's role is in the evaluation and what general agency procedures for evaluating all personnel apply.

C. Criteria

State the standards by which the quality of the work will be evaluated.

The following is a series of job functions with a description of general responsibilities and specific duties that a person working in each position would be expected to perform. Possible job sites are also indicated. And finally, an analysis of one of the tasks has been completed. All of the analyses are based on the results of site observations and interviews with administrators, professional personnel and supervisors and paraprofessionals in programs representing different service delivery systems and geographic and demographic areas.

Job Function: Community Outreach Worker

Job Sites: Group Homes, Regional Developmental Centers, Community Mental Health Programs, Vocational/Transitional Training Programs or Advocacy Programs

The community outreach worker assists clients in finding appropriate community resources and services. If available resources or services do not meet the needs or insure the rights of the client, the community outreach worker works with other staff members to develop the necessary resources or delivers the service him or herself. An outreach worker may:

-- develop a reference directory of key contacts in supporting agencies;

-- refer clients to other human service agencies;

-- coordinate the activities of human service agencies;

-- monitor the quality of services received by clients;

-- help clients apply for benefits for which they may be entitled, such as social security, SSI, food stamps, etc. (this activity is analyzed in detail immediately following this section)

-- help clients represent themselves at meetings;

-- accompany clients to appointments;

-- conduct home visits;

-- provide counseling on housing, training and job opportunities;

-- teach clients good hygiene habits;

-- teach clients how to budget time and money;

-- teach clients how to shop;

-- take clients shopping;

-- teach clients how to plan and prepare well-balanced meals;

-- teach clients how to ride the bus;

-- teach clients how and when to take medications;

-- provide community education; and

-- write progress reports.

An analysis of the conditions, criteria and skills required to assist a client to make arrangements for receiving food stamps follows on the next page.

Job Description: COMMUNITY OUTREACH WORKER

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Helps client make arrangements to receive food stamps.	Where: Client's home/ Agency/Food Stamp Center How: Determine client's need for food stamps Determine at which Food Stamp Center the client should apply Arrange to accompany client to center Informs clients of documents (s)he must bring with him/her (pay check stubs, utility bills, passbooks, checkbooks, rent receipts, etc.) Escorts client to Food Stamp Center	·Did the worker assess the client's needs appropriately? ·Did the worker identify the appropriate center? ·Did the worker inform the client of the date and time of the appointment? ·of the place they would meet? ·Did the worker make a record of the information imparted during the phone call to client? ·Did the worker accompany client to Food Stamp Center?	·Basic interviewing techniques ·Ability to use telephone effectively ·Ability to gather information ·Ability to speak clearly and well ·Knowledge of Food Stamp Program ·Ability to compute basic data to determine eligibity for food stamps ·Knowledge of when to refer clients to services ·Ability to read, write and fill out forms ·Ability to give clear directions	·Knowledge of geographical area of community ·Ability to support client's efforts ·Bilingual ability when necessary	·Ability to get along with people ·Positive attitude ·Patience ·Flexibility ·Trustworthiness ·Observant ·Ability to organize ·Ability to establish rapport

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Job Description: COMMUNITY OUTREACH WORKER continued.... NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Helps client make arrangements to receive food stamps (cont.)	Helps clients in answering questions Helps client complete necessary forms Collect form from client authorizing worker to pick up food stamps for client, when necessary Collects two pieces of identification from the client so that worker can pick up client's food stamps Who: ·Supervisor ·Food Stamp Center Personnel	·Did the worker help client answer questions? ·Did the worker make certain the client understood what information was necessary to include? ·Did the worker write information on the form if the client did not know how to write? ·Did the worker help client write authorization letter? ·Did the worker collect two pieces of identification from the client?			

Job Function: Group Home Manager

Job Site: Group homes, alternative living centers for clients with severe and profound disabilities or other community-based residential settings

A group home manager is responsible for the daily operation and maintenance of the group home. The manager interprets regulations and implements standards of care, training, and safety outlined by regulatory agencies. A group home manager:

-- maintains a warm, home-like environment;

-- insures safety standards of the home;

-- insures the development of independent living skills for each client;

-- insures that adequate nutritional standards are met;

-- protects the rights and interests of each client;

-- maintains appropriate records;

-- maintains confidentiality of records;

-- develops procedures in accordance with regulations of administering agency;

-- recruits, selects, group home staff (this activity is analyzed in detail on the following page);

-- terminates group home staff;

-- schedules and supervises group home staff;

-- insures that standards established by regulatory agencies are maintained;

-- prepares annual budget;

-- monitors expenditures;

-- insures that separate bank accounts are kept for each resident;

-- participates in staff training and orientation;

-- maintains personnel records for each employee;

-- facilitates the integration of residents into the life of the community; and

-- promotes socialization among residents.

Job Description: GROUP HOME MANAGER NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Hires new staff	Where: Group Home How: Develop selection criteria	• Did the manager identify competencies the new employee must possess? • Did the manager identify attitudes the new employee must exhibit? • Did the manager determine if certification or licensure was required? • Did the manager identify philosophical beliefs the new employee should hold? • Did the manager identify previous experience the new employee must have had?	• Ability to conduct task analysis • Knowledge of community • Knowledge of personnel policies and regulations governing group home • Knowledge of group home's philosophy • Knowledge of organizational structure of group home • Knowledge of group home's career ladders and lattices • Knowledge of training and education offered or supported by group home	• Ability to organize time effectively	Pleasant personality Positive attitude
	• Select persons to be considered for the job from resumes sent in response to advertisements	• Did the manager review each resume in light of the qualifications for the job? • Did the manager separate resumes of qualified persons from resumes of unqualified persons?	• Interviewing skills • Writing skills • Ability to communicate effectively by phone		

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Job Description: GROUP HOME MANAGER continued....

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Hires new staff (cont.)		• Did the manager identify the most highly qualified persons?			
	• Arranges to interview selected persons	• Did the manager arrange time on his or her calendar to interview each person?			
		• Did the manager call each person to arrange a mutually convenient date and time to conduct each interview?			
	• Interviews each prospective employee	• Did the manager discuss philosophy of organization?			
		• Did the manager discuss responsibilities of the job?			
		• Did the manager gather information concerning the applicant's qualifications for the job?			
		• Did the manager discuss personnel policies, regulations?			

Job Description: GROUP HOME MANAGER continued....

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Hires new staff (cont.)		• Did the manager discuss criteria for career advancement? • Did the manager discuss criteria for transferring from one job to another?			
	• Checks references of the two or three persons most qualified • Selects new staff person	• Did the manager call or write candidates? • Did the manager call successful candidate to notify him or her about being selected? • Did the manager inform successful candidate of date and time to report for orientation fo the job?			
	• Notifies unsuccessful candidates that the job has been filled Who: Group Home's Board of Director	• Did the manager write to each applicant informing him or her that the job has been filled?			

Job Description: GROUP HOME MANAGER continued....

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Hires new staff (cont.)		•Did the manager discuss training and educational opportunities? •Did the manager discuss the organizational structure? •Did the manager discuss the employee evaluation process? •Did the manager answer all questions posed by prospective employee? •Did the manager inform prospective employee when the job would begin? •Did the manager inform perspective employee when s/he would hear about the job? •Did the manager elicit an indication of the candidate's interest in the job?			
	•Narrows the number of candidates for the job to two or three persons	•Did the manager identify those persons most qualified for the job?			

Job Function: Production Supervisor

Job Site: Community Based Work Sites or Activity Center for Adults

The production supervisor oversees a production unit in a vocational training program and is responsible for the output of a small group of workers. In addition to functioning as a foreman at a job site, the production supervisor assists in training the client-worker in learning appropriate work behaviors related to functioning well on the job as well as monitoring the quality of the work produced. The production supervisor's activities are to:

-- demonstrate appropriate procedures for signing in (or clocking in) at work;

-- assist client-worker in developing ability to use appropriate procedures when reporting to work;

-- assign specific tasks to client-worker;

-- oversee safety of work areas;

-- assist in implementing individual behavioral objectives to teach a client a new skill (this task is analyzed in detail on the next page);

-- report to project director and case manager on progress of client-worker;

-- coordinate work schedules for client-worker;

-- order supplies;

-- set up production line;

-- monitor client-worker output; and

-- determine salary, if appropriate, for piece work.

Job Description: PRODUCTION SUPERVISOR NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Assists clients in learning task as part of assembly operation.	Where: work-shop production area How: Supervisor selects one discreet task to teach client Supervisor practices doing task several times prior to instructing client Supervisor takes client to production area and shows him/her task being done. Supervisor then takes client aside and utilizes 4 step method explain - demonstrate - exercise - evaluate to instruct client in performing task Supervisor provides several opportunities for client to perform task until fully assured that s/he can complete task Supervisor then escorts client to production area and assigns specific amount of pieces to be completed	•Is supervisor able to break assembly operation into discreet tasks? •Is supervisor able to perform task him/herself? •Does supervisor utilize effective technique in explaining production requirements? •Is supervisor able to provide appropriate instruction on task performance for client? • Does supervisor utilize 4 step method in instruction process? • Does supervisor employ techniques to help client get oriented to task? • Does supervisor observe client's behavior and make appropriate judgment about amount of work client can produce?	•Ability to break job down to discreet tasks •Knowledge of and ability to explain to developmentally disabled clients the process in the production area and specific tasks client is to perform •Ability to do 1 to 1 training •Ability to utilize 4 step method in training clients •Ability carefully to observe client's behavior and assess his/her ability to perform task •Ability to provide positive reinforcement and to utilize behavior modification techniques to overcome negative behaviors •Ability to identify errors in client's performance of tasks and ways to assist client in performing task correctly		

Job Description: PRODUCTION SUPERVISOR continued.... NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Assists clients in learning task as part of assembly operation. (cont.)	Supervisor observes client's behavior in production area and remains close by until assured that client is performing well Throughout instruction and observation process, supervisor uses positive reinforcement and behavior modification techniques as appropriate Supervisor makes notes of client's progress for record-keeping purposes		·Ability to assist client in adjusting to demands, schedules, and safety standards of production area ·Ability to recognize difficulties or frustration in client adjustment ·Ability to write reports	· Ability to type reports	

Job Function: Early Childhood Teacher Assistant

Job Site: Pre-school Day Care Center,
Head Start, Infant Stimulation Program

The early childhood teacher assistant works in an educational environment designed to stimulate growth and development in infants and young children. The teaching process includes small group exercises as well as one-to-one activities. Teacher assistants work with clients and their families. Among the teacher assistant activities are:

-- assist in developing individual program plans for each child;

-- observe and collect data and record progress;

-- at the direction of teacher implement developmental activities in sensory-motor therapy and education, perceptual-motor activities, pre-speech activities, and individual and group language therapy socialization;

-- supervise setting up and cleaning up before and after activities;

-- participate in parent meetings and conferences;

-- participate in staff meetings;

-- participate in inservice training;

-- prepare instructional materials;

-- supervise playground and field trip activities;

-- make home visits (this task is analyzed in detail on the following page); and

-- observe behavioral, health or physical changes which warrant attention of teacher, nurse, or the professional staff.

Job Description: TEACHER ASSISTANT IN EARLY CHILDHOOD CENTER NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Conducts home visits to assist family members in learning skills to assist with developmentally disabled infant	Where: In the homes of children registered in program How: Scheduled visits on monthly basis during evenings or weekends Discusses with family members activities of program for current month For each activity discussed, teacher assistant is able to explain importance of activity to child's development For each activity discussed, teacher Assistant explains follow-up activities which can be performed at home Teacher assistant demonstrates follow-up activities for family members Teacher assistant provides opportunities for family members to practice exercise Teacher assistant is able to answer questions of family members pertaining to activities	.Were visits scheduled at times when family members were at home? .Did teacher assistant find home and arrive on time for visit? .Was topic of visit explained? .Did teacher assistant give evidence of well-planned visit? .Was teacher assistant able to explain activities of the program over the last month for family members? .Was teacher assistant able to explain family's role in follow-up activities? .Was teacher assistant able to demonstrate appropriate activities for follow-up at home? .Did teacher assistant allow time for family members to practice?	.Ability to develop schedules and complete activities within planned time framework .Knowledge of child; home situation and ability to plan home follow-up activities accordingly .Ability to explain school program to family members .Ability to explain and demonstrate procedures for follow-up activities .Ability to conduct home visit in a pleasant, informative, and helpful manner .Ability to handle questions from family members .Ability to elicit responses to questions	.Ability to speak language other than English, if necessary to communicate more effectively .Ability to design and construct learning aids or games which can be made from items found around the house .Ability to drive if public transportation is not available	Respect for the value of family participation in facilitating prescriptive plans for each child in the program Ability to develop rapport with people of all ages and backgrounds (i.e., ethnic, cultural, economic, etc.) Ability to convey warmth and enthusiasm Well organized

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Job Description: TEACHER ASSISTANT IN EARLY CHILDHOOD CENTER continued.... NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Conducts home visits to assist family members in learning skills to assist with developmentally disabled infant. (cont.)	Teacher assistant encourages family members to become or remain active with early childhood program Teacher assistant determines date of next visit		•Ability to encourage family members to view their roles positively in working with the developmentally disabled child at home and in working with other personnel		

Job Function: Developmental Specialist

Job Site: Advocacy Agency, Regional/State Service Delivery Agency, Educational Program, Activity Center, or Vocational Program

The Developmental Specialist works for the administrative unit responsible for case management; this could be in a private non/profit organization or a regional office of the state department for developmental disability services or a community-based mental health program. This position involves monitoring and facilitating the transition of consumers from either state facilities or public schools to community-based programs.

Among the activities of the Developmental Specialist are to:

-- participate on the IPP/IHP team to develop the IPP for the client;

-- assists case manager in finding appropriate residential and job placement for client based on the IPP (this task is analyzed in detail on the following page);

-- work closely with case manager in insuring that the rights of the client are maintained;

-- assist case manager by coordinating training of care providers by scheduling classes, arranging for trainers, and evaluating sessions;

-- serve on mental health advisory board and local organizations concerned with well being of clients; and

-- serve as consultant trainer to agencies providing inservice training for group home operators.

Job Description: DEVELOPMENTAL SPECIALIST

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Secures appropriate community placement for clients	Where: In the community How: Obtains from case manager names of persons to be transferred to community residences Visits clients at hospitals and become knowledgeable about their needs Reviews roster of residences available and selects one (or more) for possible relocation of client Visits residences to determine current conditions Arranges conference between case manager and care provider about client Selects appropriate residence Insures paper work is handled correctly Escorts client for one or more visits to group home Arranges for client to move in and have belongings transferred	• Did worker obtain names for transfer through appropriate channels? • Were client visits to hospital productive in terms of worker learning about clients needs and history? • Were appropriate potential residences selected based on client's • age • sex • abilities • needs? • Was case conference held between case manager and care provider? • Was appropriate residence selected and agreed upon by all parties? • Did worker institute and follow-up on paper work to formalize transfer? • Were forms completed accurately?	• Knowledge of procedures for transferring clients from institutions to group homes • Ability to initiate, monitor, follow-up on transition process • Ability to determine appropriate residence for client based on client needs • Ability to provide orientation for client to new environment • Ability to provide orientation to provider or client history and needs • Ability to assist in client adjustment to new surroundings • Ability to conduct client visits to determine progress in new setting • Ability to maintain appropriate records		Sound judgment Ability to make effective decisions about placement

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Job Description: DEVELOPMENT SPECIALIST continued... NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Secures appropriate placement for clients (cont.)	Visits client frequently during adjustment period Confers with care provider about progress of client Maintains appropriate record of all visits	• Was client informed and those responsible for client involved in decision making? • Was client escorted to new residence for visits and to become familiar with new surroundings? • Was client's transition handled effectively? • Did worker confer frequently with provider and client to assure adjustment progress? • Were appropriate notes and records maintained?	• Ability to work well with clients and group home providers • Ability to trouble-shoot should need arise		

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Job Function: Direct Care Worker

Job Site: Group home or other alternative living centers

The direct care worker provides services for clients by using instructional strategies for self-help skills, assisting in planning of activities for clients, encouraging growth and development for each client and implementing program plans for each client. Direct care workers are directed by professional staff persons and are employed in residential facilities wher clients requiring long term care may reside.

Among the activities of the Direct Care Worker are to:

-- administer medication;

-- provide assistance in self-help skill development (this task is analyzed on the following pages);

-- plan recreational activities;

-- escort clients to and from various locations including recreational activities, trips for service or goods outside of residence;

-- maintain logs of daily activities and progress;

-- insure safety of immediate environment of client;

-- prepare clients for day's activities, i.e., toileting, bathing;

-- provide training at every opportunity;

-- assist clients in developing communication and socialization skills; and

-- assist clients in improving or developing fine motor and gross motor skills.

Job Description: DIRECT CARE WORKER

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Provides training in self-help skills (e.g., dressing, brushing teeth, toileting, etc.)	Where: In residential setting where client lives How: Reviews individual plans to determine what skill is to be learned by client Establishes a method for teaching skill and determines approaches to be utilized Introduces skill to client by explaining behavior desired - uses gestures, sign language, and other techniques of communication in addition to verbalizing behavior Uses positioning techniques to assist client in physical efforts Employs behavior modification techniques for reinforcement Use positive rewards when client attempts to perform skill Remains consistent in having client do as much as s/he is able	•Did worker review client's individual plan to determine skill to be trained? •Did worker establish an acceptable method for teaching skill to client? •Did worker appropriately demonstrate skill and help client acquire appropriate behavior through use of: •gestures •sign language •appropriate positioning? •Did worker employ appropriate behavior modification techniques in working with client? •Did worker remain consistent in efforts over a period of time to help worker acquire skill? •Did worker deal with the client firmly and fairly?	•Ability to interpret individual plans •Knowledge of self-help skills and means by which developmentally disabled clients learn them •Knowledge of client's particular disability and impact on learning •Ability to work with client s with various disabilities •Ability to introduce a learning sequence for each skill being taught (e.g., brushing teeth) •Knowledge of positioning techniques and ability to employ technique in working with severely disabled clients		Patience Firm/flexible

Job Description: DIRECT CARE WORKER continued...

NEW CAREERS TRAINING LABORATORY TASK ANALYSIS CHART

ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	SECONDARY SKILLS	DESIRED QUALITIES
Provides training in self-help skills (e.g., dressing, brushing teeth, toileting, etc.) (cont.)	Constantly reinforces skill to be learned and provides many opportunities for client to perform skill Worker remains firm but pleasant and realizes skill is developed often over extended periods of time				

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CAREER LADDERS

A variety of state/local agencies share the primary responsibility for making sure that the process of "normalization" or "communitization" happens for children, youth and adults with developmental disabilities. One of the keys to the successful development and implementation of these systems is a cadre of committed, highly skilled well-trained paraprofessional workers.

In a community-based service delivery system for people with severe and profound disabilities, there are a wide variety of employment and career options for paraprofessionals to choose from (e.g., educational, therapy/health related, advocacy, vocational, parent training, home centered services for infants and adults, respite care group homes, case management and others.) These options are components of the broad range of separate and distinctive employment systems and jurisdictions -- civil service and other publically funded systems, nonprofit and private agencies. They are funded in a variety of ways - tax levy funds used directly by state and local agencies, contractual agreements for service delivery between governmental and private agencies, grants from federal and state agencies to local agencies, foundations may provide seed money for projects, and JPTA employment and training funds may be used.

A few paraprofessionals providing some of these services may be certified or licensed by professional organizations, the vast majority are not; there are no national, regional or state-by-state standards for paraprofessionals working in this broad range of programs and services for the developmentally disabled.

Whatever the status of their acceptance by administrators, professional workers, unions, or the consumers of the services they provide, few of these workers have access to a system that will insure career development and mobility. Nor are there many systematic and coordinated efforts to design and implement job series that are client centered and community-based that will allow a worker to move horizontally or vertically. As we have noted before, the maintenance of motivated, highly trained, committed workers is critical to the delivery of effective individualized services. One method to insure this is a system of career ladders and lattices that will allow workers to move upward or laterally and across employment system lines without fear of losing benefits and based on their personal career goals.

The purpose of this section is to suggest a series of career ladders that could be implemented or adapted by a variety of employment systems to enable them to meet their human power needs.

DESIGNING CAREER LADDERS

The career ladder shows how an employee can be promoted from entry to professional level jobs through structured work experiences, inservice training and accredited education. Present agency positions for parapro-

The following chart is designed to assist in the creation of a ladder of paraprofessional positions which would provide the time and assistance needed by workers to:

-- learn the skills needed to master the assigned activities during the inservice training;

-- provide enough work experience and length of service that the employee can perform well at the present job before advancing to a new job with more responsibility and have to learn new skills; and

-- design a program of education which leads to the acquisition of new and/or traditional professional credentials (or ones accepted by all agencies as equivalent qualification).

Time and support to upgrade basic education skills may be needed by some people in entry positions. Time to prepare for the High School Equivalency Exam may be needed. Paraprofessionals may need a program of two-year college courses for an A.A. degree, a complete four-year B.A. college program, or special professional licensing or graduate courses. There should be enough positions on the ladder so that a paraprofessiional can advance as he or she acquires new skills and work experience with yearly raises provided for (at least) while taking academic courses required for professional employment in human service agencies.

Level	Title	Approx. Length of Service	Education and Credentials Offered to Pos.
New and/or Old Professional and Supervisory			
Advanced Para-professional			
Intermediate Paraprofessional			
Beginning, Entry Paraprofessional			

fessionals, professionals, and supervisors may have to be reorganized and new positions created so that realistic routes to new positions can be built.

CAREER LADDER WORKSHEET

This basic worksheet is utilized to assist in organizing information which involves various skill levels for the entry, intermediate and advanced positions on the careet ladder:

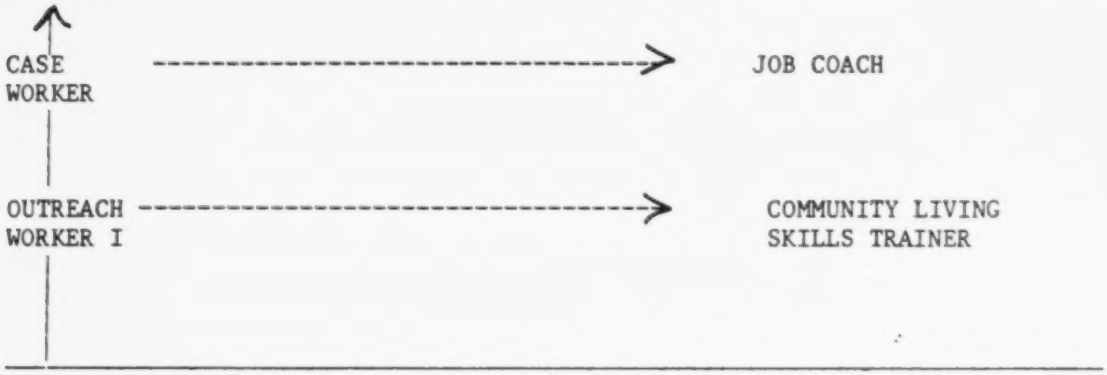
Activities & Conditions from Task Analysis	Approximate Level of Skills Involved	Assigned to Position of
(Assign activities to positions, depending on the complexity of: 1. the conditions 2. the degree of full responsibility for the task (see Criteria) 3. the skills needed to do the activity	(Beginning, Intermediate, Advanced)	(If employees at different levels on the career ladder will perform the same activity at different levels of complexity, indicate how the responsibilities are assigned. e.g., the activity "REFERS PEOPLE TO PROPER SERVICE" may be assigned to a level I Aide who is expected to refer people to his/her immediate supervisor and also to Associate III who is expected to know where and how to refer people for appropriate services based on the objectives established by an IEP

Career Ladders have traditionally been conceived as vertical in nature and have been developed to provide for upward mobility within a specific agency.

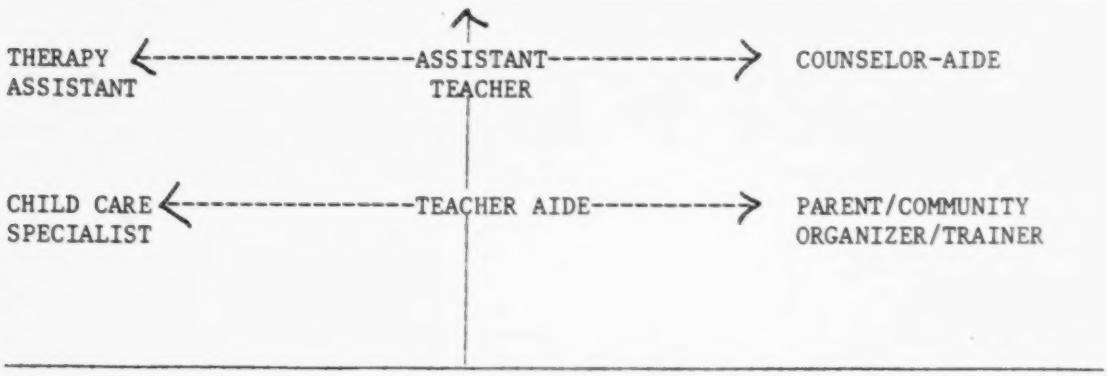
Not all career ladders have one route from low to high level positions within a specific agency. There may be horizontal mobility or outward mobility. Outward mobility will require, among other things, effective linkages between the various areas of the employment systems if portability of benefits and credentials is to be assured.

DEFINING THE CAREER LADDER

A person in an entry position may have very high skills in serving as a bridge between the agencyd and the people it serves, and may not want to advance to a professional position such as teacher, residential manager, therapist, or social worker. The career ladder system shows ways that a person can acquire more skills at a particular level of responsibility and receive salary increments for this additional work. In small agencies, transfer opportunities should be developed with outside agencies. For example, in a Community Outreach Program or Regional Development Center: aides may move horizontally within the agency or transfer to another agency that delivers similar services. (See Chart below.)



May move from a pre-school program to an activity for adults:



SPECIFYING THE CAREER LADDER

Once the task analysis has been completed and the position levels are defined, the information can be organized and appropriately categorized for various career ladders.

Over the last decade, some governmental agencies, civil service systems and private not for profit agencies have initiated efforts to develop career ladders; these ladders, however, usually end before the professional level is achieved. In many cases they are agency specific: although the Texas Department of Mental Health and Mental Retardation has developed a career ladder based on Task Analysis for workers in a variety of settings including community-based programs, Michigan has included a career ladder for paraprofessionals as a part of the statewide training model they have developed, and North Dakota offers a comprehensive system of career development that incorporates opportunities for career advancement based on both inservice and academic credit.

The following are examples of model ladders that might be used by a variety of agencies to ensure upward, horizontal and outward mobility while retaining the needed complement of skilled workers in the various components of the service delivery system.

The purpose of the chart that follows is to show various career ladders that might be used by individual agencies or cooperatively by several employment systems to insure career mobility and advancement for workers in programs for infants, children, adolescents and adults with developmental disabilities. There are opportunities for vertical, horizontal or outward mobility represented in each of the suggested career ladders. Entry level requirements and needed skills are similar in each of the ladders and it would be possible to create a job series for community-based programs for the steps in each of the ladders if broadbanding methods were used to consolidate titles and responsibilities within civil service or other employment systems.

raining/Education Requirements	Career Ladder	Career Ladder	Career Ladder	Career Ladder
MA Degree	Classroom Manager Teacher Therapist (OT/PT/Speech)	Social Worker MSW	Program Manager/ Rehabilitation Specialist	Director Alternative Living/Group Home programs
BA Degree	Instructor/ Technican	Case Manager	Instructor/ Technican	Group home Manager
A.A. Degree	Instructional Assistant	Outreach Worker Para Legal Advocacy Specialist	Job Coach	Developmental Specialist/ Community Skills Trainer
High School diploma, or GED	Program Assistant	Outreach Aide	Program Assistant	Direct Care Worker
	(Same Entry Level Requirements)			
	Education and Related Services	Social Work/ Advocacy	Vocational Transitional	Management/ Administration Residential Facilities

SUGGESTED CAREER LADDER FOR EDUCATION PROGRAMS AND FACILITIES

There are a variety of programs and settings where a person interested in delivering educational services to persons with developmental disabilities can find employment. These programs may be financed by several funding sources, and they may represent a variety of agencies - the public schools, Head Start, nonprofit or private day care centers, early intervention programs for infants, and vocational/transitional programs. A review of the results of the task analyses conducted by the National Resource Center for Paraprofessionals in Special Education and Related Services reveals that personnel working in these settings require many of the same generic skills and competencies to work effectively in these programs at the different levels of a career ladder. The following sections contain a series of suggested career ladder for several programmatic areas and include entry level requirements, duties, supervisory control and criteria for advancement. The first example is designed for personnel working in educational programs.

Job Title: Program Assistant

Entry Requirement:

Must have high school diploma or GED equivalent, or have worked for at least one year in a program for developmentally disabled; be able to lift or maneuver physically dependent children; and completed pre-service (agency) training program consisting of orientation to disabling conditions, orientation to legal rights of the handicapped, and orientation to agency practices and policies. Will continue inservice training in areas such as crisis intervention, first aid, and safety throughout the year.

Duties:

Assists classroom managers, instructional technicans, and instructional associates in toileting, feeding, lifting, transporting/transferring students to and from classroom; follows behavioral intervention plans designed by classroom managers; is responsible for preparing materials, setting up the classroom, and maintenance of instructional aids and adaptive equipment, monitors playground and recess activities.

Supervisory Control:

Is directly responsible to the instructional technican and classroom manager for the conduct and implementation of the above activities.

Advancement Criteria:

Advancement to the position of instructional associate is dependent on the following:

-- one year of inservice training as set by agency, or 25 hours in academic credit;

-- one year supervised experience in classroom for developmentally disabled; and

-- demonstrated commitment, empathy, and expertise in working with developmentally disabled children.

Job Title: Instructional Associate

Entry Requirements:

Applicant must have at least one year of work experience in program for developmentally disabled, and completed inservice training, as required by the agency; or completed an AA degree in training program at community college.

Duties:

-- Assists the instructional technician and classroom manager by reviewing and reinforcing self-help skills, communication skills, motor/ambulatory skills, and pre-academic or academic skills;

-- Assists the instructional technician in a resource room model in the delivery of educational instructional services to handicapped children who have been "mainstreamed;"

-- Designs instructional materials that could be included in particular individual programs for handicapped children.

-- Observes and records data using checklists, duration and frequency charts.

-- Demonstrates to parents of children with special needs activities that can be done with their children at home;

-- Performs other related duties as required at the request of the instructional technician.

Supervisory Control:

The Instructional Associate is directly responsible to the instructional technician and coordinating teacher for the conduct and implementation of the above activities.

Advancement Criteria:

Advancement to the position of Instructional Technician is dependent on the following:

-- two years experience in a classroom for the developmentally disabled, completion of two years agency in-service training or completion of A.A. degree or two years college work; and demonstrated commitment to working with the developmentally disabled.

Job Title: Instructional Technician

Entry Requirements:

Applicant must have an Associate degree or two years of college work and four years work experience in educational programs for the developmentally disabled; or a BA degree in special education.

Duties:

-- The instructional technician works and plans jointly with the classroom manager; designs and instructs independently under the supervision of the teacher;

-- Conducts individualized lessons as assigned by the classroom manager;

-- Observes and records data and assists the teacher in determining functioning level of individual students;

-- Assists various special education personnel in conducting workshops and seminars in special education for general education teachers, parents and other personnel;

-- Meets weekly with the classroom manager to assess student progress and change instructional objectives, behavioral interventions for each student;

-- Demonstrates activities to parents of children with special needs to enhance their skills as the primary caregiver;

-- Attends and participates in conference and meetings on progress of individual children; and

-- Delivers instructional services to developmentally disabled students who have been "mainstreamed."

Supervisory Control:

The instructional technician is under the direct supervision of the classroom manager, principal, or director of special education.

Advancement Criteria:

Advancement to the position of classroom manager - four years experience in the classroom, completion of a BA or MA degree in special education, speech, occupational or physical therapy or other related fields.

Job Title: Classroom Manager e.g. Coordinating Teacher/Therapist

Entry Requirements:

Applicant must have BA degree with two years experience working with the developmentally disabled or an MA in special education, speech, occupational or physical therapy, or other related fields.

Duties:

-- The classroom manager will be responsible for all phases of the instructional process in preschool programs, self-contained classrooms, resource rooms, or in "mainstreamed" programs for students with special needs;

-- Will determine functioning level of individual students;

-- Be responsible for designing and developing IEPs using objectives set by interdisciplinary team in cooperation with parents, instructional technicians, instructional associates and other ancillary personnel;

-- Will supervise and provide on-the-job coaching for assistants, instructional associates, and instructional technicians and other staff working with the students assigned to the coordinating teacher;

-- Plan and develop teaching strategies with other educational program personnel;

-- Develop and maintain a systematic program of home-school liaison and parent training;

-- Assess the on-the-job performance of paraprofessional personnel using criteria established by the agency.

SUGGESTED CAREER LADDERS FOR SOCIAL WORK/PROTECTION AND ADVOCACY PROGRAMS

In designing a social work or protection and advocacy career ladder for paraprofessional workers, we used the results of Task Analyses conducted in several agencies where they are employed. The requirements and duties of the first two or three steps for both career areas are very similar, and, therefore, make it possible to illustrate upward, horizontal and outward mobility.

Variations of these career ladders could be utilized by a variety of agencies and employment systems (e.g., protection and advocacy, vocational/transitional programs, public schools and other educational programs, and residential service providers.)

The first steps on both career ladders would have similar job descriptions and require similar training programs. The steps on the career ladder would be:

Job Title: Casework/Outreach Assistant

Entry Requirements:

The casework/outreach aide must have a high school diploma or GED equivalent, or have worked for at least one year in program for the developmentally disabled, the ability to plan and organize work effectively, ability to communicate orally and in written form, and completed agency pre-service training consisting of orientaiton to human and legal rights of the handicapped and orientation to agency policies and practices.

Duties:

The casework/outreach aide will perform tasks which are related to client needs, but are routine in nature, perform administrative work related to social/legal services and eligibility determination.

FOR EXAMPLE:

-- receive inquiries from clients;

-- provide information and refer problems to caseworker;

-- secure from predetermined sources and verify for accuracy and completeness collateral data used by caseworker;

-- prepare and expedite agency fund forms as directed;

-- maintain the control system for periodic case reviews, e.g., school, medical, and statistical reports;

-- provide information about and escort clients to clinics and other special resources as planned with outreach worker and caseworker;

-- supply needed information to consumers regarding the services and resources of the agency.

Supervisory Control:

The caseworker/outreach aide will work under the supervision of the caseworker.

Advancement Criteria:

Advancement to the position of outreach worker is dependent on the following:

-- two years of inservice training as set by the agency;

-- a high school diploma or GED equivalent;

-- at least two years of supervised experience in the agency or an A.A. degree in social work, para-legal training, or related areas; and

-- demonstrated commitment, empathy and expertise in working with the developmentally disabled.

Job Title: Outreach Worker

Entry Requirements:

The outreach worker should have an A.A. degree, or a high school diploma with at least two years of supervised employment and inservice training in agency for the developmentally disabled and their families or in a related program.

Duties:

Under supervision, provides clients with supportive services designed designed to overcome financial, personal, health, legal or family problems; makes studies to determine financial assistance and services needed; gives agency services when appropriate and refers clients for other services when needed; gives support and encouragement to clients. Services to clients may take the form of protective actions in their behalf, development of resources within the community to meet specific needs, or the delivery of direct services when not available. Examples of duties are:

-- assess problem situations with clients and establish warm empathetic relationships;

-- provide appropriate supports to clients to facilitate ability to live in the community;

-- help clients solve problems and act independently;

-- support clients in conflicts with systems, services, and policies and practices that diminish their rights;

-- aid in the development and delivery of service plan; educate clients re their rights;

-- obtain consultation in problem situations;

-- evaluate approaches taken and results obtained;

-- interpret clients to agencies, to the community, and to the clients themselves in a way which enhances them;

-- educate agencies and the community re clients' rights, and advocate for clients' rights when they are denied;

-- collect the necessary data for program evaluation and client eligibility to fulfill SSI requirements and other federal and state program requirements.

Supervisory Control:

Works under supervision of caseworker or unit coordinator. In the social work career ladder the next would be caseworker.

Advancement Criteria:

To advance to the position of caseworker, the outreach worker should have a BA in Social Work or a related field with clinical or direct work experience with the developmentally disabled, be throughly familiar with agency practices and procedures and community resources.

Job Title: Caseworker

Entry Requuirements:

B.A. in Social Work or related field, work or clinical experience in agency or program for the developmentally disabled.

Duties:

-- Supervise outreach aides and workers;

-- Meet periodically with agency administrators to review and evaluate progress toward achieving agency goals;

-- Review and make recommendations about staff advancement;

__ Be responsible for the development of a service delivery plan for clients;

-- Conduct all duties of the outreach worker.

Advancement Criteria:

To advance to the position of unit coordinator, the caseworker should have a B.A. degree in Social Work with three to four years of direct work experience in an agency serving children and adults with developmental disabilities and their families, be thoroughly familiar with all aspects of the agency goals, programs and practices and be able to supervise all workers in a unit staff.

Job Title: Unit Coordinator

Entry Requirements:

The unit coordinator must have at least a B.A. degree in social work with at least five to six years of supervised work experience in the agency or in related fields.

Duties:

-- Coordinate the activities of the caseworkers, outreach workers and aides;

-- Assist in planning, coordinating and delivering inservice training to meet the needs of the staff;

-- Supervise and evaluate staff members and make recommendations for advancement;

-- Update forms, work procedures;

-- Meet with agency administrators regularly to review and plan for new goals and objectives;

-- Relate at the appropriate level to other service delivery systems and programs.

Advancement Criteria:

To reach the next position of either an agency director or social worker would require an MSW.

The director/social worker will serve as a liaison between agencies implementing deinstitutionalization to insure that the needs of the clients moving to the community are met, serve as an advocate in a variety of settings, participate in the formulation of policy, and develop plans for intensive early intervention.

In the Legal Protection and Advocacy segment of the career ladder, the next step on the career ladder following the outreach worker would be to para-legal advocate worker.

In the legal-protection advocacy career ladder the duties of the para-legal advocate worker would be:

-- provide clients with information with regard to due process procedures;

-- accompany and repr sent them at administrative hearings;

-- collect data and research cases for the legal counsel to the agency;

-- serve as an advocate for rights of the developmentally disabled through memberships on citizen committees at community meetings and with other agencies;

-- relate at the appropriate level to other agencies and institutions;

-- support clients and their families in conflicts with the systems, services and policies that diminish their rights.

TRAINING/EDUCATION

The suggested approach to designing and implementing effective training that will ensure career mobility for employees either in an individual agency or system wide combines inservice training with academic post secondary courses. During supervised structured inservice training employees are trained to assume tasks that become more complex as they move up a career ladder to higher positions. In the college courses, they learn theory and methodology, are prepared to design, implement and assess the individualized programs for the clients they serve, and to earn professional credentials or certification.

The courses, whether inservice or academic, must be designed to meet the requirements of each job level and planned so they will lead from a mastery of simple skills to an understanding and knowledge of the more sophisticated theories needed by professional personnel to prepare them to: 1) assess the physical, developmental and functioning level of clients, 2) plan and implement individualized programs and behavioral interventions, 3) supervise and 4) provide on the job coaching for the staff in the classroom or other settings.

ORGANIZING THE EDUCATION PROGRAM

In order to develop a cooperative education program between service delivery systems and institutions of higher education ranging from community colleges to post graduate degree programs, there are several tasks administrators and staff developers should consider as they begin to initiate plans for an education program. They should reach out to local institutions of higher education to determine what resources or programs already exist that will mesh with the agency's proposed career development plan. Efforts by service provider agencies to gain easier access to academic programs for their employees will be enhanced if individual agencies join together to approach college administrators. By presenting policy makers with data supporting the expanding need for direct care personnel with post secondary degrees and lists of potential employment opportunities in a wide range of agencies for their graduates, the development of training networks will be achieved more readily. Successful development of these networks utilizing the combined fiscal, personnel, phyiscal and other resources of IHEs and service providers takes time and nurturing, but it will lead to benefits for clients, employers, employees and IHEs alike.

The following are issues that need to be addressed when a representative(s) of an individual service delivery agency or united systems approach policy makers at both two and four year institutions of higher education to discuss the possibility of developing cooperative efforts: 1) Determine what if any program options and courses currently exist to prepare paraprofessionals to work in various human service delivery systems. 2) Assess how an existing program(s) could be changed to accommodate the educational and scheduling needs of paraprofessionals working in community based programs for children and adults with developmental disabilities. 3) Review state matriculation requirements and examine changes the local IHE could make within these established regulations

that would recognize the work experience of current employees and thereby encourage enrollment in a post-secondary program. 4) Explore the feasibility of a) designing an inservice training model and coursework jointly with mutually agreed opon standards for completion as another method to facilitate participation in an academic degree program, and b) offering classes for credit at the worksite. 5) Work with IHE personnel or other specialists to plan and offer high school equivalency and other basic education courses for employees who require them. 6) And finally, discuss "what's in it for the college" including: access to a pool of potential new students for programs already in place; expanded practica and field placement sites for regular students; new opportunities to apply for personnel preparation funds available from governmental agencies at both the state and federal level in order to expand existing curricula and recruitment efforts as a technique for addressing chronic shortages of professional personnel.

DEVELOPING THE INSERVICE PROGRAM

Inservice training programs are developed by and conducted under the supervision of the agency where the trainees are employed. Although the agency may use the resources of trainers, consultants and contracted training services, inservice training must be a part of the trainee's regularly scheduled work week and be taught at the job site during regularly scheduled work hours. It is important for the task analyst or program planner to meet with agency administrators and arrive at a policy decision with regard to setting aside regularly scheduled times for inservice training.

The inservice training program is developed from the completed Task Analysis Chart(s). It consists of three basic components:

(1) Skills Training

This component of the inservice training program is really the "heart" of the training program. It is designed to teach trainees the basic skills necessary to perform their current jobs well and to teach secondary and other new skills to enable employees to advance to higher positions within the agency. To be effective, the training must provide trainees with an opportunity to practice the skills on the job and receive constructive feedback from designated supervisory personnel.

(2) Core Skills

This part of the inservice program deals with basic skills that are necessary to improve the trainees' on the job and academic performance. It covers the major areas of writing, reading and communication skills and can often be tied to a GED or high school equivalency program. This component may also be designed as a "refresher" course to review content learned previously and not much used in a present position or may be related to other functions and areas of activity within the agency. Finally, it can increase the ability of the trainees to gain admission to a post-secondary program.

(3) System "Know-How" Skills

a. Trainees should have time to learn about the chain of command in the agency, informal and formal politics on how things get done, how to deal with advocacy groups or other agencies involved in the delivery of services to the children or adults served by the agency.

b. During this time, trainees can discuss job-related problems, from getting paid on time to how to deal with problems arising between the trainee and the supervisor. This also provides for developing a team feeling among the trainees, helps them to support one another.

In organizing the inservice training program, the steps listed below serve as a outline:

1. List all skills for which training will be provided. These skills are derived from the Task Analysis Charts, and are found in the columns of PRIMARY and SECONDARY SKILLS.

2. Sequence the skills listed against the criteria of:

   a) proceeding from the least complex to the most complex skills

   or

   b) determining those skills the employee will need in order to perform the assigned job tasks effectively.

3. Review the identified skills and their sequencing with a committee of administrators, supervisors, and employees. This is important for two reasons:

   a) Inservice training should anticipate the actual work needs as indicated by the Task Analysis and as perceived by agency personnel in the realistic terms of "current need" and acknowledged deficiences and weaknesses.

   b) By involving agency personnel across administrative, supervisory, and employee lines resistance to the training program may be reduced.

4. Develop the inservice training program in order to incorporate the agency philosophy and objectives and the desired outcomes of the training in terms of trainees' achievement and progress and improved agency delivery systems.

In order to meet the needs of various service delivery and employment systems, we have designed a suggested core curriculum based on the results of task analyses conducted across the country in distinctive settings and programs. Session topics derived from the several modules of the curriculum may be used in conducting short term workshops, agency inservice programs, or as part of a coordinated educational effort between service providers and institutions of higher education. The curriculum may also be used intact by community colleges to form a nucleus of study for one year certificate programs or two year A.A. degree programs.

In addition to completing requirements set forth in the core curriculum, trainees who want to receive an A.A. degree will have to complete requirements specific to each college. Requirements usually include completing at least one semester of psychology and sociology; one year of English, concentrating on report writing and communication; and one year of science, usually biology or anatomy and physiology. One year of mathematics or computer science is often recommended. States have differing requirements concerning courses in the liberal arts, history and political science, and the training designer should be aware of those requirements.

The training design is a systematic method that ensures that sessions will:

1) have a clearly stated purpose,

2) make use of strategies and techniques that recognize the learning styles adults, and

3) result in the trainees' comprehension of information and acquisition of new skills that can be demonstrated and measured.

The suggested training design follows in the next section. The units include:

- An outline of a suggested Core Curriculum for Para-professionals in Community Based Programs for Children and Adults with Developmental Disabilities;

- A course Rationale and Description for each of the modules in the curriculum;

- A chart with additional curriculum/course options for trainees currently working in or specializing in a particular career area that is not specifically addressed by the content in the Core Curriculum.

SUGGESTED CORE CURRICULUM TO PREPARE PARAROFESSIONAL PERSONNEL TO WORK IN PROGRAMS FOR PEOPLE WITH SEVERE AND PROFOUND DISABILITIES

I. Insuring Legal and Human Rights

- A. Values clarification
- B. Treatment of developmentally disabled persons: an historical perspective
- C. Handicapism
- D. Normalization
- E. Legal and human rights of the disabled
- F. Federal and state legislation
- G. Advocacy procedures
- H. Human service professions and delivery sytems

II. Orientation to Human Growth and Development and Disabling Conditions

- A. Typical cognitive, physical, and psychological growth and development
- B. Defining developmental disabilities
- C. Orientation to the causes, nature, and characteristics of:
  1. Mental Retardation
  2. Auditory impairments
  3. Vision impairments
  4. Neurological impairments
  5. Orthopedic impairments
  6. Learning disabilities
- D. Psychology of exceptional persons
- E. Strengths of disabled persons

III. Paraprofessionals as Members of Service Delivery Teams (with practicum experience)

- A. Effective communication
- B. Team approach
- C. Objective Observation and data collection
- D. Interviewing
- E. Creating individual client plans, such as IEP, IPPs, IRP, etc.
- F. Ethical standards

IV. Task Analysis (with practicum experience)

- A. Task Analysis process
- B. Writing behavioral objectives

C. Behavior influencing techniques
D. Skill development
    1. Motor skills, including section on positioning and turning clients
    2. Sensory or perceptual skills
    3. Communication skills
    4. Preacademic and academic skills
    5. Vocational skills
    6. Independent living skills
        a. Self-help, e.g., dressing, eating, toileting
        b. Domestic maintenance, e.g., cooking, cleaning, budgeting
        c. Community living, e.g., transportation, recreation
        d. Sexuality, e.g., hygiene, dating, sexual expression

V. Maintaining Safe Environments (with laboratory experience)

A. Crisis intervention
B. American National Red Cross Standard First Aid and Personal Safety
C. American National Red Cross Cardiopulminary Resuscitation
D. Medications
E. Emergency procedures during fires, storms and other natural disasters
F. Agency procedures for assisting a person experencing a seizure

V. Practicum II and Seminar

Brief descriptions and rationales for the individual courses follow.

I. INSURING LEGAL AND HUMAN RIGHTS

Course Rationale and Description

In this module, trainees will examine their values and learn about the valuation and treatment of developmentally disabled persons throughout history.

The trainee will study the rights of the developmentally disabled and will become familiar with specific federal and state laws that insure those rights as well as the constitutional limitations on their infringement. To better insure the normalization of developmentally disabled persons, trainees will develop skills in advocacy.

The trainee will become familiar with career options within the human service system and local service delivery systems from which information and services may be obtained.

Major Topics

- Values clarification
- Treatment of developmentally disabled persons: an historical perspective
- Handicapism
- Normalization
- Federal and state legislation
- Legal and human rights of the disabled
- Advocacy procedures
- Human service professions and delivery systems

II. ORIENTATION TO HUMAN GROWTH AND DEVELOPMENT AND DISABLING CONDITIONS

Course Description and Rationale

Most people have little experience interacting with persons who have developmental disabilities. People who have little knowledge of disabling conditions often have misunderstandings and fears about the nature of disabilities. This lack of knowledge and experience is detrimental to the development of programs that allow clients to develop to their maximum potential.

This module will orient the trainee to the causes and characteristics of disabling conditions, including, but not limited to mental retardation, auditory impairments, vision impairments, neurological impairments, orthopedic impairments and learning disabilities. It is expected that the trainer will modify this list according to the needs of the trainees and the populations of the various agencies and institutions for which persons are being trained.

Trainees will learn predictable patterns and sequences of growth and development to provide a foundation for developing programs for disabled persons which foster promote growth and development. Upon completion of this module, trainees will be able to assess behavior in terms of the developmental process. They will be able to describe the developmental sequences of cognitive, physical, and psychological growth of the typical population and will be able to assess the characteristics of persons with developmental disabilities in relation to those typical sequences.

Field trips will provide trainees opportunities to observe and participate in programs serving the developmentally disabled.

Major Topics

- Typical cognitive, physical, and psychological growth and development
- Defining developmental disabilities
- Orientation to the cause, nature, and characteristics of mental retardation, auditory impairments, vision impairments, neurological impairments, orthopedic impairments, learning disabilities
- Strengths of exceptional persons

III. PARAPROFESSIONALS AS MEMBERS OF SERVICE DELIVERY TEAM

Course Description and Rationale

Paraprofessionals are important members of the service delivery team. They contribute to the team: by providing information about individual clients; by helping establish goals for clients and selecting methods of achieving those goals and by implementing plans to help clients achieve their goals. The ability to communicate and work effectively with colleagues are essential to the functioning of all service delivery teams, regardless of work site. This module will orient the trainee to the group process, including communication systems, individuals roles and tasks, and problem solving techniques. Trainees will develop skills in working with peers, clients, supervisors and persons from the community to develop, implement and evaluate individual plans for clients.

Because the paraprofessional spends a large part of the day in direct contact with clients, they may be the first to notice conditions or behaviors that warrant special attention. Training will focus, therefore, on observing objectively and recording information. Trainees will practice these skills in a directed practicum experience.

Major Topics

- Effective Communication
- Team approach
- Observing and recording data

- Assessment techniques

- Interviewing clients and families

- Creating individual client plans, such as IEPs, IPPs, IRPs, etc.

- Ethical standards

IV. TASK ANALYSIS

Course Description and Rationale

Since the paraprofessional often spends the day implementing individual program plans, it is important for him/her to know how to break down complex tasks and behaviors into incremental steps that the client may more easily accomplish. In this module, the trainee will develop skill in applying the task analysis process to analyzing and shaping behavior and to developing behavioral objectives that are consistent with the needs and abilities of the client.

The trainee will learn the typical developmental sequences of skills, such as eating and dressing, and specific strategies and techniques to use when teaching disabled persons to develop those skills. The trainee will develop and implement a strategy for teaching a client a specific skill during a directed practicum experience.

Major Topics

- Task analysis

- Behavior management and maintenance techniques

- Skill development: motor skills, including section on positioning and transfering clients

  Sensory or perceptual skills

  Communication skills

  Preacademic and academic skills

  Vocational skills

Independent living skills:
Self-help, e.g., dressing,
eating, toileting
domestic maintenance, e.g.,
cooking, cleaning, budgeting
community living, e.g.,
transportation, recreation
sexuality, e.g., hygiene, dating
sexual expression

V. MAINTAINING SAFE ENVIRONMENTS

Course Description and Rationale

Emergencies occur in any setting, and the paraprofessional should be prepared to follow proper procedures in the event of an accident, injury or sudden illness.

This module should be taught cooperatively with trainers from the American National Red Cross who will certify that trainees have completed the thirty hour American National Red Cross Cardiopulminary Resuscitation course. Upon completing Red Cross training, the paraprofessional will know how to respond to seizures, shock, injury, poisoning, choking, sudden illness, etc., and how to implement rescue breathing and CPR techniques. Trainees will practice the skills in directed laboratory experiences.

In this module, the trainee will also develop skills in administering medications and recognizing negative reactions to medications in order to be aware of potential hazardous situations.

Major Topics

- Crisis intervention
- The American National Red Cross Standard First Aid and Personal Safety course
- The American National Red Cross Cardiopulminary Resuscitation course
- Medications
- Emergency procedures in case of fire, storms, or other natural disasters
- Agency procedures for assisting a person experiencing a seizure.

PRACTICUM II AND SEMINAR

In the practicum experience, the trainee gains experience in working in a variety of settings and programs with developmentally disabled clients who vary in age and disability. Under supervision, the trainee will practice the skills developed in the classroom. Through the practicum experience, the trainee will become familiar with the purposes, methods and problems of various organizations and learn to work within their policies and procedures. The trainee may receive partial practicum credit for work experience.

Trainees will meet weekly as a group to discuss their practicum experiences with a seminar instructor. The instructor will help trainees to integrate their classroom learning and practicum experiences in order to strengthen their ability to work with disabled persons.

DESIGN OF INDIVIDUAL INSERVICE TRAINING SESSIONS

The training design for each session should 1) designate the competency(s) the trainee will achieve; 2) describe the instructional objectives for each session; 3) describe the training materials and equipment required to conduct the session; 4) describe activities and training techniques that will be used during the lesson; 5) describe the criteria to determine whether the skill has been mastered including opportunities for the trainee to demonstrate the skills on the job and to receive constructive feedback; 6) establish realistic time lines required to achieve the instructional objectives; and 7) assign training responsibilities.

The suggested model curriculum was designed to meet the generic training needs of direct service personnel no matter what setting or employment system they are working in. By adding a few specific courses it is possible for the employee to gain the skills and competencies needed for a specific career area e.g., special education, para-legals, administrative duties, case managers or domiciliary care. The chart on the following page contains suggested course options for trainees interested in specializing in a particular area.

In conclusion, there is a growing body of evidence that demonstrates the need to explore and assess the skills paraprofessional direct care workers and their professional colleagues will require as a result of the introduction of new forms of treatment, continued technological advances in medicine and health care, instructional strategies, and electronic equipment to meet the special education and related services of all people with severe and profound disabilities. These needs cannot be adequately addressed if current employees are not prepared to assume their current assignments in a field that is continuing to expand.

Optional Courses for Specialization

Courses

Courses	Managers & workers in group homes for adults	Managers & workers in Vocational settings	Teachers' aides in programs for the developmentally disabled	Teachers' aides in programs for blind persons	Teachers' aides in programs for deaf persons	Respite & in-home care workers	Recreational aides	Physical Therapy Aides	Occupational Aides
	Work Settings								
Methods and materials for teaching reading and Math		X	X	X	X				
Nutrition: meal planning, purchasing, and preparation	X					X			
Care and use of audio-visual equipment and office machines			X	X	X		X		
Positioning	X		X			X	X	X	X
Recreation and leisure	X					X	X		
Staff management	X	X					X		
Fiscal management	X					X			
Teaching crafts			X	X	X		X		X
Teaching music			X	X	X				X
Physical Education			X	X	X		X	X	X
Use of adaptive equipment	X	X	X			X	X	X	X
Speech and language development	X	X	X	X	X		X		X
Sign language		X	X		X				
Lipreading and auditory training					X				
Mobility training	X			X	X	X	X	X	X
Perspectives on aging	X	X				X	X	X	X
Brailling									

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RESOURCES

The following is a brief list of instructional materials specifically developed to train paraprofessional personnel to work in the broad range of educational and related community based programs and service delivery systems.

1. THE KELLOGG MODEL CURRICULUM. This material was developed by the Meyer Children's Rehabilitation Institute at the University of Nebraska Medical Center through a grant from the W.K. Kellogg Foundation. The copyrighted instructional material has five teaching modules each consisting of an instructor manual and a trainee manual. The materials are designed to be taught in a lecture and group discussion approach. Each instructors manual includes either feedback exercises for students or chapter examinations. Where practical suggestions for practicum assignments are outlined and a checklist to aid evaluation of a student's/employee's participation in these activities is included.

   The MCRI-Kellogg Curriculum may be purchased through the Media Resource Center. Each module costs $30; the complete set, all five modules, sell for $120. Individually, each instructor's manual sells for $13; each trainees manual for $17. Postage is included in all prices. Volume discounts are available. For more information, contact:

   Media Resource Center
   Meyer Children's Rehabilitation Institute
   University of Nebraska Medical Center
   444 S. 44th Street
   Omaha, NE 68131
   1-402-559-7467

   The individual modules are:

HUMAN DEVELOPMENT

This module chronicles the development of all human beings prior to birth through the aging process. Both normal and atypical cognitive, social, emotional, physical and communication development are discused in the six chronological stages: prenatal, infancy, early childhood, middle childhood, adolescence, adulthood and aging. The instructor's manual includes teaching sequences, practicum activities and chapter exams. This material is designed to be taught in lecture/discussion format with associated practical activities. Teaching time: 40-45 hours.

LEGAL AND ETHICAL CONSIDERATIONS FOR PERSONS WITH DISABILITIES

This module is designed to help ensure the rights of persons with developmental disabilities by presenting the philosophical and legal issues encountered by human service workers. Chapters include: the development of a philosophy; the rights of persons with disabilities; national, legal and professional issues; and philosophy and rights in action (advocacy). The trainee manual includes feedback exercises for student self-evaluation. The instructor's manual includes teaching sequences, practicum activities and a final examination. Teaching time: 40-45 hours.

BEHAVIOR: PRACTICAL STRATEGIES FOR HUMAN SERVICE WORKERS

This module presents the basic principles of behavior management. Chapters include: goal setting techniques, writing behavioral objectives; assessment techniques, and achieving goals and objectives. The trainee manual includes feedback exercises for student self-evaluation. The instructor's manual includes chapter examinations and teaching sequences. The material can be taught in lecture/discussion format or in a self-instructional format with guidance from the instructor. Teaching time: 40-45 hours.

INTRODUCTION TO SERVING PERSONS WITH DEVELOPMENTAL DISABILITIES

This module serves as an introduction for persons who are planning to enter or have just entered the human service field. Chapters include: functions and ethical responsibilities of human service workers; the role of values and communication skills; a history of services to persons with developmental disabilities; individual planning; and the team process. The examinations and teaching sequences. The material can be taught in lecture/discussion format interspersed with group activities. Teaching time: 36-40 hours.

SEIZURES

This module presents a comprehensive overview of seizures for human service workers who provide services to persons who experience seizures. Material includes: the mechanics of seizures; types of seizures; how to observe and report seizures; how to assist a person during a seizure; and general information on the treatment of seizures. The instructor's manual and trainee manual are bound in one volume. The instructor's manual and trainee manual are bound in one volume. The instructor's manual includes spot questions, lesson exams and a final examination. The trainee manual provides information and opportunities for practice in filling out appropriate forms. The material can be taught in lecture/discussion format. Teaching time: 40-45 hours.

COMPUTER-AIDED LEARNING

Computer simulations of case studies are available for the modules of Human Development Behavior: Practical Strategies for Human Service Workers; and Legal and Ethical Considerations for Persons with Disabilities. The case studies, intended for student use as a teaching tool or a final evaluation, present real-life situations. The student must chose one of the actions listed, then face the consequences of that decision. The case studies are available in Apple II or Apple III, DOS 3.3 Format.

2. A TRAINING PROGRAM FOR INSTRUCTIONAL PRAPROFESSIONALS. The National Resource Center for Paraprofessionals in Special Education and Related Services (NRC) is working on a project of national significance funded by the Division of Personnel Preparation of the Office of Special Education, USDE. The purpose of the project is to develop a comprehensive program of technical assistance designed to improve the performance, training and assignment of paraprofessionals working in various educational programs for students with special needs. The competency based materials will be revised and edited using the results of the evaluations of trainers, administrators and paraprofessionals in programs throughout the country who are participating in the pilot test phase of the project. The material will be available for general distribution in late 1987 or early 1988. Each of the modules include background material for trainers, handouts for the trainees, suggested activities, exercises and training procedures. Brief descriptions of the instructional modules follow.

I. UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PARAPROFESSIONALS IN THE EDUCATIONAL PROCESS

A. Role definitions for both teachers and paraprofessionals are in a state of transition. The purpose of this module is to provide the participants with an understanding of: 1) the changes in the duties of teachers and paraprofessionals that have taken place over the last two decades; 2) the contributions paraprofessionals make to the instructional process; 3) the unique and important differences between the duties of the teacher and paraprofessional; 4) the legal, ethical and professional standards of conduct paraprofessionals must practice; and 5) enable the paraprofessional to assess their own strengths and weaknesses as a member of the instructional team.

B. One of the most important keys to being a successful member of an instructional team is effective communication. Communication between people is not easy and cooperative efforts do not develop automatically. Paraprofessionals, like their professional colleagues, need to be able to share expectations, feelings, and ideas through positive verbal and non-verbal communication skills. In addition, they need skills that will enable them to deal with interpersonal, technical and administrative problems that may arise in the classroom. The activities in this unit are divided into two

parts. In the first section, the activities are general and will provide the trainees with increased self awareness about their strengths and weaknesses as communicators. The material in section two is designed to provide the paraprofessionals with skills they need to analyze and clarify problems, to brainstorm ideas and solutions and resolving problems and frictions that may develop between teachers, paraprofessionals and other co-workers.

II. UNDERSTANDING STUDENTS WITH SPECIAL NEEDS

This module is divided into three parts. The first unit provides a brief overview of the basic principles of human development as well as an outline of developmental stages and ages. The purpose of part two is to familiarize the trainees with major areas of disabilities that may affect the developmental and functioning level of the students. It closes with a review of the human and legal rights of students with disabilities, education programs and related services available to students with special needs in the local community.

III. UNDERSTANDING THE ROLE OF THE PARAPROFESSIONAL IN THE INSTRUCTIONAL PROCESS

The purpose of this module is to provide the paraprofessional with the knowledge and skills they will need to work alongside and assist the teacher in the delivery of programmatic and instructional services.. The activities in this module will introduce the paraprofessional to the components of the instructional process. The individual units will address the following: 1) the individualized education plan, 2) formal and informal assessment, 3) objective observations and recording data, 4) behavioral interactions and interventions, 5) instructional objectives, and 6) teaching strategies and curriculum materials.

IV. UNDERSTANDING EMERGENCY, HEALTH AND SAFETY PROCEDURES

Emergencies and crises happen in all public school programs and many staff members are not adequately prepared to deal with them. The purpose of this module is to provide the paraprofessionals with the skills and information they need to: 1) carry out the emergency procedures established by the local school district in the event of fire, natural disasters, accidents, 2) assist a person who has been injured, is ill, or is experiencing a seizure, 3) use good body mechanics in order to avoid personal injury when transferring a student with disability, or moving equipment in the classroom, and 4) to use proper procedures and techniques when transferring and positioning students with disabilities.

Each of the modules includes background material for trainers, handouts for the paraprofessionals, suggested activities, exercises and training procedures, and resource material.

3. A TRAINING PROGRAM TO PREPARE TEACHERS TO SUPERVISE AND WORK MORE EFFECTIVELY WITH PARAPROFESSIONAL PERSONNEL. The content of this instructional program is designed to enable staff developers to prepare teachers and other supervisory personnel to work more effectively with paraprofessional personnel. The project was carried out with funds from the Secretary's Discretionary Program, the United States Department of Education.

The manual is divided into two parts. The first section is a user's guide. The materials in this unit look at the changing roles of teachers and identifies the need for developing the capacity of teachers to function as supervisors. Further, it reviews the need for policy makers and upper level managers to implement strategies and procedures that will support the teachers and improve their ability to assume these new responsibilities. The final part of this introductory material is designed to provide staff developers and instructors with the information they will need to utilize the instructional material.

The second section contains a series of modules and instructional material to prepare teachers to work more effectively with paraprofessionals and other adults in the classroom. The modules are: 1) Management and Supervision: An Introduction; 2) The Teacher and Paraprofessional: An Instructional Team; 3) Integrating the Paraprofessional Into the Classroom: Setting Goals and Planning; 4) Directing and Delegating; 5) Problem Solving; 6) Communication and Team Building; 7) Evaluating and Coaching; and 8) Planning for Change.

The manual comes shrink wrapped in plastic on three hole punch paper. It is available from the National Resource Center at a cost of $7.00 to cover first class mail and handling charges. To order, make checks out to New Careers Training Laboratory and mail them to Anna Lou Pickett, CASE/NCTL, Graduate School, City University of New York, 33 West 42nd Street, New York, NY 10036.

The following are descriptions of state MR/DD administrative agency career ladders and/or standardized training models for direct care paraprofessional personnel.

1. Office of Resource Development
   The Michigan State Department of Mental Health
   Lewis Cass Building
   Lansing, Michigan 48926

   A competency based curriculum for Group Home Community Based Direct Care Staff has been developed. The philosophy of the instructional materials is based on the principle of normalization and stresses the need to prepare paraprofessionals to train clients to live and participate in their local community. In addition, the DMH has initiated two career development plans including career advancement procedures for professional and paraprofessional staff serving clients in the public mental health delivery system.

2. Office of Staff Development
   Texas Department of Mental Health and Mental Retardation
   Box 12668 Capital Station
   Austin, Texas 79711

   A core curriculum and new job descriptions have been developed, based on a task analysis of jobs performed by paraprofessional workers employed in state operated mental health and mental retardation centers and community-based residential programs. The survey instrument used to conduct the task analysis listed the tasks without regard to setting, position, or level of performance. Once the TA was completed, the tasks were listed in priority order and divided into three categories - entry level, intermediate level, and supervisory level activities. The Texas State Legislature has approved the three levels of job descriptions for employees working in all three settings. These specifications form a framework for career ladders based on successful completion of the corresponding levels of the core curriculum.

3. Division of Staff Development and Training
   Office of Mental Retardation and Developmental Disabilities
   44 Holland Avenue
   Albany, New York 12229

   The New York State Office of MR/DD has established generic training needs for direct care staff working in both state operated developmental centers and not for profit agencies partially funded by contracts with the state agencies. In addition to the core curriculum and instructional materials developed to implement systematic training for paraprofessional employees, the state agency has initiated collaborative efforts with employee organizations to insure continuity of employment for all personnel affected by mandated efforts to provide improved and expanded community based services.

4. State Training Director for DD Services
Division of Special Education
Minot State College
Minot, North Dakota 58701

This statewide training program includes a career ladder approach for career advancement for both professional and paraprofessional personnel. It also combines the resources of the state college system, the State Department of Human Resources and community-based service providers serving all regions of the state. The competencies developed for the Kellogg Model Curriculum (described above) along with those established by state DD Council serve as the basis for the content of the academic coursework and the on-the-job training. The four levels of training range from on-the-job position specific training to opportunities to gain college credit and degrees. They are: Level I - is position based and agency specific; Level II - is a Certificate of Completion, Minot State College issues a certificate of completion to personnel who successfully meet all competencies set by the state DD Council; Level III - is an Associate of Arts in Developmental Disabilities; and Level IV - is a Bachelor of Arts in Mental Retardation.